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ABSTRACT

As global exchanges lead to less segregated and nationalistic modes of interaction, the importance and utility of international education becomes apparent. International education means more than foreign students on campus and courses that come under the rubric of international studies. It also includes creating an international dimension in traditional disciplines, especially the sciences; addressing the curricular needs of international students beyond their need for English-as-a-Second-Language training; undertaking faculty exchanges; and developing off-campus programs to promote the assimilation of immigrants into the community. Such efforts can, of course, be very expensive to run, and some educators are threatened by the possibility of reallocating resources from the traditional disciplines to the relatively new enterprise of international education. The challenge for administrators is to ascertain whether the opportunities afforded by international education justify this reallocation of resources. These opportunities include the following: (1) international students can contribute to the knowledge and understanding of members of the host community, and they can also contributing to the knowledge and understanding about the host country when they return home; (2) the fees paid by international students can have a significant financial impact on institutions; (3) bridges can be built between the different cultures of the international students themselves; (4) support mechanisms can and should be created to prevent the isolation of foreign students in national ghettos; and (5) by arranging home-stays and cooperative-education opportunities for international students, colleges can lead the community in developing tolerance for people of other races and cultures. (GFW)

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INTERNATIONAL EDUCATION: FINANCIAL THREAT OR STRATEGIC OPPORTUNITY

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April 23, 1990

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Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (70th, Seattle, WA, April 22-25, 1990).

INTERNATIONAL EDUCATION

Financial Threat or Strategic Opportunity

prepared for presentation

to the

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of the

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and Junior Colleges

Seattle, WA; April 1990

AS YOU CAN TELL FROM THE TITLE OF MY PRESENTATION, ALL OF US ARE ASKED TO CONSIDER THE PROPOSITION THAT INTERNATIONAL EDUCATION IS EITHER A FINANCIAL THREAT OR A STRATEGIC OPPORTUNITY.

AS A PRESENTER, I AM ASKED TO DECLARE ON WHICH SIDE OF THE PROPOSITION I STAND AND ARGUE THE CASE.

BUT BEFORE I DO THAT, LET ME ASK YOU TO MAKE A MENTAL DECLARATION. ON WHICH SIDE OF THIS PROPOSITION DO YOU STAND?

DO YOU THINK THAT INTERNATIONAL EDUCATION IS MORE OF A STRATEGIC OPPORTUNITY FOR YOU COLLEGE THAN A FINANCIAL THREAT? OR, DO YOU THINK THAT THE FINANCIAL THREATS INVOLVED IN ENGAGING IN EDUCATION ON AN INTERNATIONAL SCALE OUTWEIGH THE STRATEGIC OPPORTUNITIES?

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ASSUMING YOU ANSWERED AS A FACULTY MEMBER, WOULD YOUR STAND BE ANY DIFFERENT IF YOU WERE THE DEAN OR ACADEMIC VICE-PRESIDENT OF YOUR COLLEGE? WOULD IT BE DIFFERENT IF YOU WERE THE PRESIDENT?

REGARDLESS OF YOUR ROLE IN THE COLLEGE, WOULD YOUR POSITION BE DIFFERENT IF YOUR COLLEGE'S FUNDING DEPENDED ON AN ANNUAL REFERENDUM AND YOUR COMMUNITY WAS INCENSED BY THEIR PERCEPTION THAT INTERNATIONAL STUDENTS WERE DISPLACING TRUE BLUE AMERICAN MEN AND WOMEN? -- OR CANADIAN, IF THAT WERE THE CASE.

WHAT IF THE REVENUE FROM INTERNATIONAL STUDENTS EXCEEDED THE COST TO YOUR COLLEGE OF THEIR EDUCATION? WOULD THAT MAKE IT ACCEPTABLE?

SUPPOSE THERE IS STRONG COMMUNITY OPPOSITION, IF NOT OUTRAGE, AT THE PRESENCE OF INTERNATIONAL STUDENTS ON THE CAMPUS. OR, HEAVEN FORBEAR, SUPPOSE THERE IS A MORE GENERALISED OPPOSITION TO INTERNATIONAL STUDENTS IN THE COMMUNITY ~~WHERE~~ Because THEY TAKE JOBS AWAY FROM YOUR CHILDREN AND MINE. UNDER THESE CIRCUMSTANCES, WOULD A PROFIT FROM INTERNATIONAL OPERATIONS MAKE INTERNATIONAL EDUCATION ACCEPTABLE?

WOULD A SIGNIFICANT PROFIT MAKE IT ACCEPTABLE EVEN WHEN OUR NATIONAL STUDENTS ARE BEING DISPLACED FROM SEATS IN THE CLASSROOM?

SO, ON WHICH SIDE OF THE PROPOSITION DO YOU STAND? IS YOUR ANSWER THE SAME REGARDLESS OF YOUR POSITION IN YOUR INSTITUTION AND REGARDLESS OF THE SOCIAL AND ECONOMIC ENVIRONMENT OF YOUR

COLLEGE AND ITS EXTERNAL COMMUNITY?

I AM CONFIDENT THAT WE HAVE ALL CONTEMPLATED THESE QUESTIONS IN THE PAST. I HAVE ASKED THEM AT THE TOP OF THIS PRESENTATION AS A WAY OF HAVING YOU REHEARSE YOUR THOUGHTS AND GET YOUR HEAD INTO THE PROPOSITION.

MY POSITION IS THAT INTERNATIONAL EDUCATION, ALL THINGS CONSIDERED, IS A STRATEGIC OPPORTUNITY. I READILY ADMIT THAT INTERNATIONAL EDUCATION CONTAINS FINANCIAL THREATS BUT I ARGUE THAT WITH GOOD MANAGEMENT THESE THREATS CAN BE CONTAINED AND, IN SOME CASES, CONVERTED TO OPPORTUNITIES. WHAT I WILL ARGUE IS THAT, ALL THINGS CONSIDERED, THE OPPORTUNITIES FAR EXCEED THE THREATS.

TO TAKE YOU THROUGH MY POSITION, LET ME FIRST MAKE CLEAR WHAT I MEAN BY INTERNATIONAL EDUCATION.

WHEN I SPEAK OF INTERNATIONAL EDUCATION, I MEAN MORE THAN JUST INTERNATIONAL STUDENTS ON CAMPUS. IT MAY BE A TRIFLE TRITE, BUT I SEE INTERNATIONAL EDUCATION AS LEARNING HOW TO LIVE IN THE GLOBAL VILLAGE.

OF COURSE, WHAT EACH COLLEGE DOES SO THAT STUDENTS AND EMPLOYEES MAY LEARN TO LIVE IN THE GLOBAL VILLAGE WILL VARY FROM COLLEGE TO COLLEGE. THAT, I THINK, IS A NATURAL CONSEQUENCE OF FOLLOWING THE ADAGE TO THINK GLOBALLY AND ACT LOCALLY.

LET ME REMIND YOU OF WHAT A FEW OF THESE LOCAL ACTIONS MIGHT BE. I AM SURE YOU ARE FAMILIAR WITH THEM ALL, BUT BEAR WITH ME.

AS FACULTY, WE THINK IMMEDIATELY OF INTERNATIONALISING THE

CURRICULUM. WE ARE GOOD AT DEVELOPING COURSES THAT CONSTITUTE THE DISCIPLINE OF INTERNATIONAL STUDIES. BY COMPARISON, WE ARE NOT NEARLY AS GOOD AT CREATING THE INTERNATIONAL DIMENSION IN COURSES CONSTITUTING THE TRADITIONAL DISCIPLINES, PARTICULARLY THE SCIENCES.

FAR TOO OFTEN, THESE CURRICULUM EFFORTS ARE ONLY FOR THE BENEFIT OF OUR OWN DOMESTIC STUDENTS. WHEN WE THINK OF INTERNATIONAL STUDENTS, WE UNFORTUNATELY SEE THEM TOO OFTEN ONLY AS THE CASH CROP OF ENGLISH AS A SECOND LANGUAGE TRAINING. AT OTHER TIMES, INTERNATIONAL STUDENTS ARE NOTHING MORE THAN THE FODDER OF SOME CONTRACT OPERATION WHICH IS SOME HOW SEPARATE AND DISTINCT FROM THE MAINSTREAM OF THE COLLEGE -- BUT JUSTIFIED BECAUSE IT CONTRIBUTES THREE OR FOUR HUNDRED THOUSAND DOLLARS ANNUALLY TO THE GENERAL REVENUE OF THE COLLEGE.

AS PROFESSIONALS, OUR MINDS TURN TO THE POSSIBILITIES OF FACULTY EXCHANGES. AT TOO MANY COLLEGES, THE ROAD BLOCKS TO FACULTY EXCHANGES ARE NUMEROUS AND SIGNIFICANT. QUITE OFTEN, THESE ROAD BLOCKS START WITH OURSELVES AS WE CONTEMPLATE THE INTRICATE LOGISTICS OF GETTING OUR FAMILY TO ANOTHER COUNTRY AND SURVIVING IN A STRANGE COUNTRY. AS ADMINISTRATORS WE CONTEMPLATE THE HASSLES OF AN UNKNOWN FACULTY MEMBER ON OUR STAFF AND THE LOGISTICS OF GETTING OUR GUEST PAID AND GETTING PAY TO OUR OWN EMPLOYEE.

WHILE THESE EXAMPLES HAVE BEEN CLOSE TO THE CLASSROOM, THE FULL RANGE OF LOCAL ACTIVITIES THAT CONSTITUTE INTERNATIONAL

EDUCATION SHOULD INCLUDE WHAT WE DO WITH AND FOR OUR COMMUNITY. AND HERE THE ACTIVITIES RANGE FROM ASSISTING IN THE ASSIMILATION OF IMMIGRANTS INTO THE COMMUNITY TO LEARNING HOW TO TRADE MORE EFFECTIVELY WITH OTHER COUNTRIES.

NOW THAT YOU HAVE SOME SENSE OF WHAT I MEAN BY INTERNATIONAL EDUCATION, WE ARE IN A POSITION TO EXPLORE THE THREATS AND OPPORTUNITIES.

MY QUESTIONS AT THE TOP OF THE PRESENTATION SHOULD HAVE MADE CLEAR THAT SOME OF US SEE OPPORTUNITIES WHERE OTHERS SEE ONLY THREATS. WHAT THE COLLEGE'S VICE PRESIDENT OF ADMINISTRATION SEES AS AN IMMEDIATE FINANCIAL THREAT TO THE COLLEGE MAY BE SEEN BY THE PROVINCIAL OR STATE GOVERNMENT AS A FINANCIAL OPPORTUNITY OVER THE LONG TERM -- OR VICE VERSA. BUT THE SENSE OF THREAT IS NOT CONFINED TO ADMINISTRATIONS. FACULTY ASSOCIATIONS AND UNIONS HAVE BEEN KNOWN TO QUESTION THE WISDOM AND EVEN OPPOSE THE INTRODUCTION OF SIGNIFICANT PROGRAMS OF INTERNATIONAL EDUCATION.

I DON'T MEAN TO DISMISS THE EXISTENCE OF THREATS. SOME OF THE THREATS ARE FINANCIAL AND VERY REAL TO THE OPERATION OF THE COLLEGE. THERE IS NO DOUBT IN MY MIND THAT ON-CAMPUS INTERNATIONAL EDUCATION PROGRAMS ARE OFTEN EXPENSIVE TO RUN. BUT THAT IS ALSO TRUE OF THE SCIENCE PROGRAMS. SO, WHY DO WE SEE THE INTERNATIONAL PROGRAM AS A THREAT AND NOT THE SCIENCE PROGRAM? OR, PERHAPS THE QUESTION IS MORE FAIRLY PUT AS WHY DO WE SEE THE INTERNATIONAL PROGRAM AS MORE OF A THREAT THAN THE SCIENCE PROGRAM?

I THINK THE ANSWER HAS TO DO WITH NOT SEEING CLEARLY ENOUGH THE BENEFITS OF THE INTERNATIONAL PROGRAM. IN TURN, THAT MEANS THAT WE WHO DO SEE THE BENEFITS ARE NOT EFFECTIVE ENOUGH IN MAKING THOSE BENEFITS CLEAR TO THE SKEPTICS.

THAT HAS BEEN A PROBLEM FOR THE SCIENTISTS AS WELL. MIND YOU, THE CLIMATE FOR SCIENCE IS CHANGING AS WE REALISE THAT TO BE ECONOMICALLY SUCCESSFUL IN THE INFORMATION AGE OUR TWO COUNTRIES WILL NEED MANY MORE PEOPLE EDUCATED IN THE SCIENCES AND INFORMATION TECHNOLOGIES. THAT IN TURN IS PRODUCING A SHIFT IN THE CURRICULUM OF THE TWO-YEAR CAREER PROGRAMS.

SO TOO FOR INTERNATIONAL EDUCATION. AS THE WORLD ECONOMY SHIFTS FROM A COLLECTION OF RELATIVELY ISOLATED NATIONAL AND CONTINENTAL ECONOMIES TO A GLOBAL ECONOMY, WE WILL NEED MANY MORE PEOPLE EDUCATED FOR BUSINESS AND TRADE, INDEED ALL ASPECTS OF LIFE, IN THE GLOBAL VILLAGE.

IN SUMMARY, THE FINANCIAL THREAT WITHIN A COLLEGE ARISES FROM THE POSSIBILITY OF REALLOCATION OF RESOURCES FROM THE TRADITIONAL DISCIPLINES TO THE RELATIVELY NEW ENTERPRISE OF INTERNATIONAL EDUCATION. AND THAT LEADS TO OTHER FORMS OF THREAT.

TRADITIONAL EMPLOYEE ASSOCIATIONS AND UNIONS ARE DEDICATED TO THE PROTECTION OF THEIR MEMBERSHIPS. A REALLOCATION OF RESOURCES OF ANY KIND IS BY DEFINITION A THREAT TO SOME COMPONENT OF THEIR MEMBERSHIP. THIS INEVITABLY CREATES A PROBLEM FOR THE EXECUTIVE OF THE UNION OR ASSOCIATION AND THE SIMPLE FACT IS THAT THE ADMINISTRATION OF THE COLLEGE CANNOT AVOID BECOMING INVOLVED WITH

THE PROBLEM.

THIS IS NOT A CHEAP SHOT AT UNIONS OR ASSOCIATIONS OF FACULTY. THE SOCIOLOGISTS HAVE SHOWN CLEARLY THAT PRESERVATION OF THE STATUS QUO IS THE STRONGEST, ALBEIT UNWRITTEN, GOAL OF ANY ORGANISATION. AGAIN, THE CHALLENGE FOR MANAGEMENT AND LABOUR, REGARDLESS OF WHETHER THE ENTERPRISE IS EDUCATION OR WIDGET MAKING, IS TO ASCERTAIN WHETHER OR NOT THE OPPORTUNITIES ARE OF SUFFICIENT VALUE TO BOTH PARTIES AS TO JUSTIFY THE UPSETTING OF THE STATUS QUO, THAT IS, TO JUSTIFY THE REALLOCATION OF RESOURCES.

A SIMILAR THREAT MAY BE EXPERIENCED BY CITIZENS OF THE COLLEGE REGION. WHILE THE ANIMOSITIES OF RACISM ARE USUALLY ABSENT IN POST-SECONDARY EDUCATIONAL INSTITUTIONS, LATENT RACISM CAN FUEL THE FIRES OF OPPOSITION FROM CITIZEN GROUPS. THE PRESENCE OF INTERNATIONAL STUDENTS ON CAMPUS CAN TRIGGER QUITE VICIOUS EMOTIONAL AND RHETORICAL ATTACKS ON IMMIGRANT FAMILIES WHO ARE OTHERWISE ASSIMILATING THEMSELVES SUCCESSFULLY INTO THE COMMUNITY.

WHENEVER THIS HAPPENS, IT IS ALWAYS A PROBLEM FOR THE BOARD OF GOVERNORS. IT CAN ALSO BE A PROBLEM FOR THE LOCAL GOVERNMENT AS WELL AS THE STATE OR PROVINCIAL GOVERNMENTS. IT IS IRONIC THAT AT TIMES LIKE THESE WHEN EDUCATION IS DESPERATELY NEEDED, THESE ARE PRECISELY THE TIMES THAT BOARDS AND ADMINISTRATIONS BECOME ULTRA-CONSERVATIVE AND RESTRICT SEVERELY THE RESOURCES ALLOCATED TO DEALING WITH THE FUNDAMENTAL DISHARMONIES IN THEIR

COMMUNITIES.

YES, THE THREATS ARE VERY REAL AND WE WHO ARE ADVOCATES OF INTERNATIONAL EDUCATION ARE FOOLISH TO DISMISS OR DISCOUNT THE REALITY OF THESE THREATS. WHAT WE MUST DO IS SHOW THAT WITHIN MANY OF THESE THREATS LIE THE ~~GERMS~~ KERNELS OF STRATEGIC OPPORTUNITIES.

SO, LET ME TURN TO STRATEGIC OPPORTUNITIES. AGAIN I MUST FIRST PROVIDE YOU WITH SOME SENSE OF WHAT I MEAN BY THIS TERM. IN FACT THEIR ARE SEVERAL TERMS: STRATEGIC PLANNING, STRATEGIC MANAGEMENT, STRATEGIC THINKING.

THE EFFECTIVE ORGANISATION IS EFFECTIVE BECAUSE IT IS DOING AND PRACTISING ALL OF THESE ARTS EVERY DAY. THE ORGANISATION IS EFFECTIVE BECAUSE THE ESSENCE OF STRATEGY IS CHOOSING THE RIGHT THINGS TO DO. IN COMPARISON, TACTICS, OPERATIONAL MANAGEMENT, ACTION PLANS -- THOSE SORTS OF TERMS -- ARE ABOUT DOING THINGS RIGHT.

STRATEGY -- CHOOSING THE RIGHT THINGS TO DO -- IS ABOUT VISION. IT IS ABOUT PLACING YOURSELF IN THE CROWSNEST OF YOUR INSTITUTION AND CHOOSING THE PATH YOUR INSTITUTION SHOULD TRAVEL.

STRATEGY IS ABOUT INVENTING YOUR FUTURE, A FUTURE WHICH TAKES INTO CONSIDERATION YOUR IMMEDIATE COMMUNITY, THE WIDER COMMUNITY OF YOUR STATE OR PROVINCE, AND TAKES INTO ACCOUNT THE NATIONAL INTERESTS OF YOUR COUNTRY.

INTERNATIONAL EDUCATION IS A STRATEGIC OPPORTUNITY FOR OUR COUNTRIES. INTERNATIONAL STUDENTS WHO HAVE STUDIED IN OUR COLLEGES DO TWO THINGS. FIRST, WHILE THEY ARE WITH US AS

STUDENTS, THEY CONTRIBUTE TO THE KNOWLEDGE AND UNDERSTANDING THAT WE HAVE OF OURSELVES AND OF THE REST OF THE WORLD. SECOND, WHEN THEY LEAVE US AND RETURN HOME OR GO ELSEWHERE IN THE WORLD, THEY PLAY AN IMPORTANT ROLE IN PROMOTING KNOWLEDGE AND UNDERSTANDING OF OUR COUNTRIES ABROAD.

THE STRATEGIC OPPORTUNITY GETS PLAYED OUT WITH THE PASSAGE OF TIME BECAUSE THE FRIENDSHIPS AND PROFESSIONAL RELATIONSHIPS ESTABLISHED BETWEEN THE INTERNATIONAL STUDENTS AND THE DOMESTIC STUDENTS TRANSLATE INTO TRADE AND INTERNATIONAL BENEFITS AS THESE PEOPLE MOVE INTO POSITIONS OF INFLUENCE AND POWER.

IN THE SHORTER TERM, THERE ARE ECONOMIC ADVANTAGES THAT ARISE FROM THE PRESENCE OF INTERNATIONAL STUDENTS FROM DEVELOPED COUNTRIES. FOR EXAMPLE, IT IS NOW ESTIMATED THAT INTERNATIONAL EDUCATION INJECTS ABOUT $100 MILLION PER ANNUM INTO THE ECONOMY OF THE PROVINCE OF BRITISH COLUMBIA.

THERE ARE ALSO SIGNIFICANT EDUCATIONAL ADVANTAGES PROVIDED BY THE PRESENCE OF INTERNATIONAL STUDENTS ON OUR CAMPUS. THEIR PRESENCE OFFERS THE OPPORTUNITY FOR OUR NATIONAL STUDENTS TO LEARN IN A VERY DIRECT FASHION ABOUT INTERNATIONAL MATTERS. IN SHORT, THE PRESENCE OF INTERNATIONAL STUDENTS ON CAMPUS CAN PROVIDE A GLOBAL PERSPECTIVE FOR OUR DOMESTIC STUDENTS THAT NO AMOUNT OF LECTURING CAN CREATE.

IN MY OPINION, THESE ARE IMPORTANT OPPORTUNITIES THAT TIE IN WITH OUR NATIONAL SELF-INTERESTS. I THINK THAT AN ARGUMENT FOR INTERNATIONAL STUDENTS BASED ON ENLIGHTENED SELF-INTEREST CAN BE

JUSTIFIED WHEN APPROPRIATE THOUGHT AND CARE ARE DEVOTED TO THE SELECTION AND DISTRIBUTION OF INTERNATIONAL STUDENTS, AND THEIR CARE WHEN THEY ARE IN OUR COUNTRIES.

TO BE BLUNT, I AM SAYING THAT A LEGITIMATE ANSWER TO THE QUESTION "WHY SHOULD WE TAKE INTERNATIONAL STUDENTS?" IS BECAUSE IT IS IN OUR COUNTRY'S OWN BEST INTERESTS TO DO SO. IN TIMES OF ECONOMIC RESTRAINT I THINK THIS ARGUMENT IS FAR MORE EFFECTIVE, REALISTIC AND HONEST THAN THE MORAL ARGUMENT.

THE MORAL ARGUMENT IS NOT TO BE DISCOUNTED AND SO I GIVE IT EQUAL TIME HERE. THE FIRST PART OF THE ARGUMENT IS THAT THERE IS A DEBT TO BE PAID. MANY OF US HAVE BEEN AN INTERNATIONAL STUDENT IN ANOTHER COUNTRY AND ENJOYED THE BENEFITS OF A FOREIGN EDUCATIONAL SYSTEM. WE WITH OUR WELL DEVELOPED EDUCATIONAL SYSTEM HAVE A MORAL OBLIGATION TO SHARE THOSE OPPORTUNITIES WITH INTERNATIONAL STUDENTS.

THE MORAL ARGUMENT CONTINUES THAT SINCE WE ARE WELL DEVELOPED COUNTRIES, RICH IN RESOURCES, WE MUST DO OUR SHARE TO HELP THE LESS DEVELOPED COUNTRIES BY PROVIDING EDUCATIONAL OPPORTUNITIES FOR A PORTION OF THEIR STUDENTS.

I TAKE NO ISSUE WITH THE MORAL ARGUMENT. HOWEVER, I CAN SAY THAT I HAVE FOUND THE ARGUMENT OF ENLIGHTENED SELF-INTEREST TO BE MORE PERSUASIVE TO BUSINESS AND INDUSTRY, AS WELL AS MEMBERS OF OUR COMMUNITY AT LARGE THAN THE MORAL ARGUMENT.

LET ME WIND DOWN MY PRESENTATION WITH A CLOSER BUT BRIEF LOOK AT SOME OF THE OPTIONS THAT INTERNATIONAL EDUCATION OPENS TO US.

TAKEN TOGETHER, THESE OPTIONS CONSTITUTE A SIGNIFICANT STRATEGIC OPPORTUNITY.

THE FIRST OPTION OBVIOUSLY IS THE PRESENCE OF INTERNATIONAL STUDENTS ON CAMPUS. IN MY OPINION, THE MOST IMPORTANT OPPORTUNITY AVAILABLE FROM THE PRESENCE OF INTERNATIONAL STUDENTS ON CAMPUS IS THE OPPORTUNITY TO PROVIDE OUR DOMESTIC STUDENTS WITH A BETTER GLOBAL PERSPECTIVE. WE ALL KNOW THAT LEARNING IS MORE EFFECTIVE AND EFFICIENT WHEN WE LEARN BY DOING. SO TOO, THE PRESENCE OF INTERNATIONAL STUDENTS ON CAMPUS IS THE ANALOGUE OF "DOING GLOBAL PERSPECTIVE" RATHER THAN BEING TALKED AT ABOUT GLOBAL PERSPECTIVE.

AS A SOMEWHAT OBSCENE EXAMPLE OF WHAT I MEAN, THE PRESENCE ON OUR CAMPUS OF TEN STUDENTS FROM THE PEOPLES REPUBLIC OF CHINA AT THE TIME OF THE TIANEMEN DEMONSTRATIONS MADE INTERNAL PRC POLITICAL POWER STRUGGLES COME ALIVE FOR THE STUDENTS IN OUR INTERNATIONAL STUDIES PROGRAM. IT ALSO ILLUMINATED A SIGNIFICANT PORTION OF THE CANADIAN DIPLOMATIC PROCESS AS WE WORKED WITH OUR SECRETARY OF STATE DEPARTMENT ON THE SAFETY AND FUTURE OF OUR GUESTS.

THE BUILDING OF BRIDGES BETWEEN THE CULTURES OF THE INTERNATIONAL STUDENTS THEMSELVES IS ANOTHER OPPORTUNITY. THIS IS IMPORTANT FOR IF IT IS IGNORED, IT CASTS US IN THE ROLE OF SELFISH MANIPULATOR RATHER THAN THAT OF PROTAGONIST OF ENLIGHTENED SELF-INTEREST.

AS I GO THROUGH THESE OPTIONS, THEY ARE NECESSARILY

SEQUENTIAL; HOWEVER, MY POINT IS THAT WHEN YOU LOOK AT THEM ALL, WHEN YOU SEE THEM LESS AS DISTINCT ENTITIES AND MORE AS A COLLECTIVE, THAT IS WHEN YOU SEE THE SIGNIFICANT STRATEGIC OPPORTUNITY.

SO, BACK TO THE SEQUENCE OF OPTIONS. THE INTERNATIONAL STUDENTS ON CAMPUS ARE THERE TO LEARN AND BE TAUGHT. IT IS MY VIEW THAT WE SHOULD DIFFUSE OUR INTERNATIONAL STUDENTS THROUGHOUT THE ENTIRE STUDENT BODY. I AM OPPOSED TO THE SINGLE CLASS OR PROGRAM MADE UP ENTIRELY OF INTERNATIONAL STUDENTS. I BELIEVE DISPERSING THE INTERNATIONAL STUDENTS AMONG THE DOMESTIC STUDENTS IS A GOOD WAY TO ENCOURAGE THE TWO-WAY SHARING OF CULTURAL PERSPECTIVES. AS EDUCATORS, THIS TWO-WAY SHARING HAS TO BE A PRIME GOAL ON OUR AGENDA.

WHEN INTERNATIONAL STUDENTS ARE NOT DISPERSED THROUGHOUT THE ENTIRE STUDENT POPULATION, THEY ESTABLISH WHAT I CALL NATIONAL GHETTOS. THIS IS QUITE NATURAL; WE NORTH AMERICANS TEND TO DO PRECISELY THIS WHEN WE FIND OURSELVES IN ANOTHER NON-ENGLISH SPEAKING COUNTRY. AND WHEN WE DO THAT, WE DO IT BECAUSE WE ARE LOOKING FOR A SUPPORT NETWORK. BUT IF WE RESTRICT THE FORMATION OF THE NATIONAL GHETTO, WE MUST REPLACE IT WITH SOME OTHER SUPPORT MECHANISM.

THE ALTERNATIVE SUPPORT MECHANISMS THEMSELVES ARE OPPORTUNITIES. THE STUDENT SOCIETY HAS AN OPPORTUNITY TO LEARN AND GROW THROUGH THE CARE AND NURTURING OF THE INTERNATIONAL STUDENTS. STUDENTS IN THE CLASSES AND PROGRAMS DEDICATED TO

INTERNATIONAL ISSUES CAN ALSO SHARE IN THIS WORK. AND IF YOU DO NOT NOW HAVE SUCH CLASSES OR PROGRAMS, ALL THE MORE REASON TO CONTEMPLATE CURRICULUM DEVELOPMENT APPROPRIATE TO THE NEEDS OF YOUR COMMUNITY AND THE MISSION OF YOUR COLLEGE.

THIS MATTER OF CURRICULUM DEVELOPMENT IS IMPORTANT. LET ME OFFER THREE EXAMPLES BY WAY OF QUESTIONS. HAVE YOU, OR SHOULD YOU, DEVELOP AN INTERNATIONAL OPTION TO YOUR TRADITIONAL TWO YEAR BUSINESS MANAGEMENT DIPLOMA? SHOULD YOU CONTEMPLATE AN INTENSIVE TEN MONTH PROGRAM FOR PEOPLE IN BUSINESSES WHO ARE NOW ON THE PERIPHERY OF INTERNATIONAL TRADE? IS IT POSSIBLE FOR YOUR COLLEGE TO SERVE AS MATCH MAKER BETWEEN FOREIGN AND DOMESTIC BUSINESSES AND OFFER THE MATCHED PAIRS THE OPPORTUNITY TO LEARN HOW TO DO BUSINESS BETTER ACROSS INTERNATIONAL BORDERS?

ANOTHER OPTION IS THAT OF ARRANGING HOME-STAYS FOR THE INTERNATIONAL STUDENTS. WE HAVE FOUND THIS A VERY USEFUL WAY OF GETTING THE COLLEGE AS A CORPORATE ENTITY CLOSER TO OUR COMMUNITY. IN TURN, THIS GIVES REASON FOR THE COLLEGE TO LEAD THE COMMUNITY IN DEVELOPING TOLERANCE TOWARDS PEOPLE OF OTHER RACES AND NATIONALITIES.

WHEN THIS IS DONE SUCCESSFULLY, THE STATUS, POWER AND INFLUENCE OF THE COLLEGE AS A GOOD CORPORATE CITIZEN IS ENHANCED. AND THAT, I ASSURE YOU, PAYS HANDSOME DIVIDENDS IN AREAS HAVING NOTHING TO DO WITH INTERNATIONAL EDUCATION.

ARRANGING WORK PRACTICUMS, COOPERATIVE EDUCATION WORK PLACEMENTS AND OTHER WAYS OF GETTING INTERNATIONAL STUDENTS

CONNECTED WITH LOCAL BUSINESS AND INDUSTRY LEADS, OVER THE LONG HAUL, TO IMPROVED INTERNATIONAL TRADING AND BUSINESS OPPORTUNITIES. IT IS MY IMPRESSION THAT LOCAL AND STATE/PROVINCIAL GOVERNMENTS ARE NOW RECOGNISING THE ECONOMIC LEVERAGE POSSIBLE THROUGH RELATIONSHIPS DEVELOPED IN THESE WAYS.

RELATED TO THIS IS THE OPPORTUNITY FOR THE COLLEGE TO WORK WITH ITS LOCAL GOVERNMENT ON ECONOMIC AND SOCIAL INITIATIVES THAT ARE OF IMPORTANCE TO THE LOCAL COMMUNITY. THESE INITIATIVES MAY HAVE AN INTERNATIONAL CHARACTER AND EQUALLY MAY HAVE NO INTERNATIONAL CONNECTION WHATSOEVER.

QUITE POSSIBLY SOME OF YOU ARE SAYING, "YES, WE DO THAT," AND " WE DO THAT AS WELL." MY POINT IS THAT DOING IT IN ISOLATED BITS AND PIECES IS NOT GOOD ENOUGH. THERE MUST BE A CORPORATE PULSE TO THE CYCLE OF COLLEGE TO STUDENTS TO EMPLOYERS AND COMMUNITY, AND BACK TO THE COLLEGE.

THE CONCEPT OF INTERNATIONAL EDUCATION IS STILL NEW ENOUGH THAT IT CAN, BY CAPTURING THE IMAGINATION OF THE COLLEGE'S INTERNAL COMMUNITY, BREATHE LIFE INTO THAT CYCLE.

AS THE COLLEGE GETS CLOSER TO EMPLOYERS, THE OPPORTUNITY FOR EXCHANGES OF ALL KINDS BETWEEN FACULTY AND BUSINESS INCREASES. BELIEVE ME, IT IS POSSIBLE FOR A PHILOSOPHY INSTRUCTOR TO SPEND TWO OR THREE MONTHS AT A CORPORATION IMBUEING MID-MANAGERS WITH THE SKILLS OF CRITICAL THINKING. IN RETURN, SOME OF THOSE MID-MANAGERS ARE INVITED BACK AS GUEST LECTURERS IN THE PHILOSOPHY CLASS -- PERHAPS ON THE TOPIC OF REAL MORAL DILEMMAS THAT THEY

FACE IN THEIR WORKPLACE. IF THESE MANAGERS CAN BE INVITED BACK INTO THE CLASSROOMS OF OTHER DISCIPLINES, ALL THE BETTER FOR THAT IN ITSELF IS A WAY OF EXPANDING THE CONTACTS BETWEEN BUSINESS AND EDUCATION.

WHAT I AM ASSERTING HERE IS THAT INTERNATIONAL EDUCATION CAN BE THE METAPHOR FOR THE CORPORATE RENEWAL AND DEVELOPMENT OF YOUR COLLEGE AND ITS EMPLOYEES.

I HAVE ATTEMPTED TO LEAD YOU FROM THE NARROW PROPOSITION OF INTERNATIONAL EDUCATION AS AN ACTIVITY ISOLATED FROM THE REST OF THE COLLEGE TO THE BROADER PROPOSITION THAT IT CAN BE A MEANS OF CONNECTING THE COLLEGE TO ITS FUTURE AND TO ITS COMMUNITY.

I ADMIT AGAIN THAT THE BITS AND PIECES I'VE USED TO ILLUSTRATE MY ASSERTION ARE EXPENSIVE. AGAINST THAT, I REMAIN CONVINCED THAT THE INTANGIBLE VALUE OF BEING SEEN TO ATTEND TO SOME OF THE MORAL IMPERATIVES, OF BEING SEEN AS A GOOD CORPORATE CITIZEN, THE VALUE OF BEING TURNED TO AS A LEADER IN THE COMMUNITY, OUTSTRIPS THE CASH COSTS OF THESE BITS AND PIECES.

IF YOU FEEL SOME TENSION BETWEEN YOUR COMMITMENT TO INTERNATIONAL EDUCATION AND MY CHALLENGE TO MAKE IT A METAPHOR FOR CORPORATE RENEWAL, THEN I'VE HAD SOME MEASURE OF SUCCESS.

YOU SEE, MY POSITION IS THAT INTERNATIONAL EDUCATION IS A STRATEGIC OPPORTUNITY FOR YOUR INSTITUTION AND MINE.

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